

Response ID:350 Data

2. Cover Page

1. District or Charter Name

4201-07 Cornerstone Montessori Elementary

2. Grades Served

Please check all that apply:

- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade

3. WBWF Contact Information

WBWF Contact Name

Alyssa Schwartz

WBWF Contact Title

Head of School

WBWF Contact Phone Number

6517745000

WBWF Contact Email

alyssaschwartz@cornerstone-elementary.org

4. Did you have an MDE approved Achievement and Integration plan implemented in the 2020-21 school year?

Did you have an MDE approved Achievement and Integration plan during 2020-21 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2020-21 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

5. Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<https://content.myconnectsuite.com/api/documents/3bdf7e85b8b14b059a498dd58e52c10b.pdf>

Provide the direct website link to the A&I materials.

6. Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

9/27/21

3. World's Best Workforce

7. District Advisory Committee Members

Complete the list of your district advisory committee members for the 2020-21 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Chris Bewell

Role in District

Administration

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jessica Goff

Role in District

Parent/Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Liesl Taylor

Role in District

Administration

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kara Younkin

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lourdes Harris

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Megan Riemer

Role in District

Teacher/Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Barbara Williams

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lindsay Ruble

Role in District

Support Staff

Part of Achievement and Integration Leadership Team?

No

8. Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?
(200 word limit)

All of Cornerstone's lead teachers and specialists (literacy, math, special education, ELL) are licensed and have been employed at the school in some capacity for at least four years. One new lead teacher joined us in 2019-20 and had extensive previous experience. In addition to Minnesota state teaching licenses, the lead teachers are also AMI-certified Montessori guides, highly trained to address each child's needs. We are committed to ensuring that all of our students, including low-income children and children of color, have equal access to these adults, and all children are matched to their environment based on conversations with their previous level guide and the Head of School to assure classroom diversity and the best fit for individual children. Data reviewed in determining our success includes the MCA scores, DIBELS scores, FastBridge scores, and internal observations and classroom assessments. Our evidence demonstrates that children at CMES are progressing at similar rates to the surrounding community. For example, 18.2% of CMES children who qualify for Free/Reduced Lunch met standards on the 2021 MCAs in Math, compared with 8.1% of the same demographics in the St. Paul Public School district.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

As part of Cornerstone's community professional development, all staff have been trained in implicit bias and have had direct training around trauma and supporting children with diverse home experiences. Staff workshops this year included discussion of Adverse Childhood Experiences, Golden Circle and concentric circles of influence theory, and Circle of Security. Our goal is for all children, regardless of background, to have a high quality Montessori experience at Cornerstone. Our math specialist role expanded to full-time this year, providing interventions to children scoring below grade level on the FAST assessments, which will support children in need of greater skills. Our school-based mental health program was also expanded, adding two social workers and a behavior specialist to sustain longer-term interventions for children coping with trauma and address the social-emotional needs during a year of uncertainty and isolation. By giving all children access to the supports that will help them achieve academically and personally, we are hoping to eliminate achievement gaps within our community.

9. Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet

represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

Cornerstone's student body is fairly well represented by our staff overall. Our support staff includes several Latinx and Black adults. Unfortunately, none of our licensed teachers is a person of color. To proportionately reflect our student population, we require at least four licensed teachers who are people of color.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

Cornerstone is committed to hiring teachers who reflect our community, although the challenge of recruiting trained AMI Montessori guides with state teaching licenses is one shared by AMI schools and teacher training programs across the country. We are cognizant of the message it may send to children that all our licensed and AMI trained teachers are white, while support staff are more likely to be people of color.

Cornerstone has, with the support of the Montessori Center of Minnesota, sponsored three women of color to attend AMI training to become kindergarten teachers. One of these women chose to leave the profession early in the school year and the other two work as support staff. With a small staff, and minimal turnover at the licensed level, we have few opportunities to hire new teachers of color.

While unlicensed, we have encouraged our support staff of color to engage in additional professional development, so that they can be promoted and are interested in remaining at Cornerstone long-term.

We are very interested in sponsoring a person of color to attend AMI teacher training; we are beginning to identify staff to sponsor when the next training cohort begins in summer 2021.

10. For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

11. All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Between October 1 and May 1, school readiness as measured by the Minnesota Executive Function Scale (MEFS) will increase 3%.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

We no longer use the MEFS tool. However, 47% of kindergartners were at or approaching grade level in reading by May 2021.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

We stopped using the MEFS tool in 2020-21, due in part to the challenge of assessing children participating in distance learning.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The kindergarten year at Cornerstone is a part of the Children's House, a mixed age, developmentally appropriate classroom led by a trained AMI primary guide. The Montessori environment is known for its support of the development of strong executive function; our expectation is that children will show growth through the year. Children who are not demonstrating strong executive function are given individual support and lessons in areas of the classroom that best support this growth. We are moving towards utilizing Montessori Observation, rather than the MEFS in assessing children's progress. In addition, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to determine children's progress in early literacy. Children whose DIBELS scores suggest extra support is needed are given additional reading/writing lessons with our Literacy Specialist. We have very small cell sizes for each grade, so disaggregating data is easily accomplished. We consider FRL status, English language proficiency, and racial identity when identifying children for extra academic support, to ensure that we are not targeting only subpopulations and that all children are receiving necessary Tier 1 academics.

12. Do you have another goal for All Students Ready for School?

No

13. All Students Ready for School

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for All Students Ready for School?

15. All Students Ready for School

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

13. All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2020-21 school year.

Between October 1 and May 1, the percentage of students enrolled in third grade achieving grade-level literacy at Cornerstone Montessori will increase by 5% as measured by the DIBELS.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Between October 1 and May 1, the percentage of students enrolled in third grade achieving grade-level literacy at Cornerstone Montessori increased by 16% as measured by the DIBELS.

Goal Status

Check one of the following:

Goal Met (one year goal)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

N/A

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Cornerstone began using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in fall 2017 to establish a benchmark for children's literacy; children are assessed three times each year with the DIBELS, allowing growth to be measured from fall to spring. Children whose scores indicate they are behind grade-level or at risk of falling behind are given additional lessons by our Literacy Specialist and children for whom English is not a first language work with our ELL Teacher. Because we assess three times during the year, we are able to identify children who may not have needed extra support in the fall but do by winter. In addition to the DIBELS, we use MCA data to determine overall reading progress for the community and classroom observation/assessment to identify individual needs. As with our kindergarten school readiness goal, our data is easily disaggregated and we are careful to provide appropriate Tier 1 instruction to all children so that children in underresourced groups are not targeted for intervention.

14. Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

18. **All Students in Third Grade Achieving Grade-Level Literacy**

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

20. **All Students in Third Grade Achieving Grade-Level Literacy**

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure

progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

15. **Close the Achievement Gap(s) Between Student Groups**

Goal

Provide the established SMART goal for the 2020-21 school year.

Between 2019 and 2021, children in Free and Reduced Lunch, Special Education, and/or English Language Learner subgroups will score proficiently on the reading and math MCAs within 5% the general population.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

In 2021, Cornerstone children as a whole increased proficiency in math from 17.8% to 34.0% and decreased in reading from 50.7% to 47.2%. Children in the FRL subpopulation increased in Math proficiency from 6.5% in 2019 to 18.2% in 2021, an increase within 5% of the increase of the general population. Special Education scores stayed consistent in 2019 and 2021 in both Reading and Math, scoring within 5% of the general population change in reading but not in math. The FRL population Reading proficiency declined by 12.2% between 2019 and 2021, a greater than 5% decline compared to the general population.

Goal Status

Check one of the following:

Met Some (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Participation rates were significantly lower in 2021 than 2019. 71.6% of Cornerstone's 3-6th graders participated in the MCAs in 2021, compared to 98.6% participating in 2019.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Historically, children in the FRL, Special Education, and ELL subpopulations at Cornerstone make excellent progress in reading. In 2018-19, average scores on the DIBELS for children in these three subgroups increased 46%, compared to an average increase of 13% for children not in a subgroup. The MCAs no longer measure growth, making it difficult to assess individual progress from one year to the next. By determining the change in proficiency as a group, however, we can see that progress in our subpopulations tends to mirror the progress in our community as a whole. Expanding our math program this year yielded higher proficiency rates across the school, while reading proficiency declined slightly. With our small cell sizes, particularly in a year where 27% fewer children participated in the MCAs overall, more data is needed to continue assessing growth.

16. Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

23. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

25. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

17. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2020-21 school year.

During the 2020-21 school year, children will on average be present for 90% of school days.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Internal data shows that there were 22,368 total attendance days for an annual membership of 23,065. This gives a 96% attendance rate for the school as a whole.

Goal Status

Check one of the following:

Goal Met (one year goal)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

The Covid-19 pandemic and subsequent distance learning for much of the 2020-21 school year made it more possible for children to attend classes without engaging fully. We look forward to a year in 2021-22 where attendance more

closely corresponds to engagement.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Children who have strong attendance are children who are learning and, ideally, are children who enjoy coming to school. Using our daily attendance system, we can determine who is attending school regularly and disaggregate data by subpopulation. In 2018-19, for example, children of color missed an average of 8 days of school, while white children were absent on 5.5 days. Bringing these two numbers in closer alignment is necessary for reducing achievement gaps and will support all children in being ready for college or career preparatory coursework in middle school. Reducing absences in general is also a goal for Cornerstone. Education for all parents, but especially parents of color, about the importance of regular attendance has become a greater part of our outreach and efforts are made to ensure available communication modes meet the needs of all families. We are establishing parameters for contacting families when children are absent more than 5 number of days, whether unexcused or excused, and ensuring that our internal controls document which children are absent when and who is responsible for making contact with those families.

18. Do you have another goal for All Students Career- and College-Ready by Graduation?

No

28. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for All Students Career- and College-Ready by Graduation?

30. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

19. All Students Graduate

Does your district/charter enroll students in grade 12?

No

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

N/A

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for All Students Graduate?

33.

All Students Graduate

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for All Students Graduate?

35.

All Students Graduate

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

4. Achievement & Integration

36. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

38. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement from your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

40. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

42. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

44. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

45. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

47. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

49. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

51. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

53. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

55. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

57. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please

respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

59. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

61. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

63. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Impacts from Distance Learning

Briefly explain how you modified your strategies last school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

(Narrative is required. 200-word limit.)

5. Achievement & Integration

65. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

67. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

69. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please

respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

71. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

73. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

74. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

76. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

78. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY..

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

80. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Integration goal?

82. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200 word limit.)

84. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

86. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

88. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

90. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please

respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

92. Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

On Track?

Check one of the following:

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Impacts from Distance Learning

Briefly explain how you modified your strategies last school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you

unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

(Narrative is required. 200 word limit.)

6. Achievement & Integration - Racially Identifiable Schools

Name of Racially Identifiable School (RIS) 1

95. Racially Identifiable School (RIS) 1 Achievement Goal

96. Racially Identifiable School (RIS) 1 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

98. Racially Identifiable School (RIS) 1 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 2

101. Racially Identifiable School (RIS) 2 Achievement Goal

102. Racially Identifiable School (RIS) 2 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

104. Racially Identifiable School (RIS) 2 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 3

107. Racially Identifiable School (RIS) 3 Achievement Goal

108. Racially Identifiable School (RIS) 3 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

110. Racially Identifiable School (RIS) 3 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 4

113. Racially Identifiable School (RIS) 4 Achievement Goal

114. Racially Identifiable School (RIS) 4 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

116. Racially Identifiable School (RIS) 4 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 5

119. Racially Identifiable School (RIS) 5 Achievement Goal

120. Racially Identifiable School (RIS) 5 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

122. Racially Identifiable School (RIS) 5 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 6

125. Racially Identifiable School (RIS) 6 Achievement Goal

126. Racially Identifiable School (RIS) 6 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

128. Racially Identifiable School (RIS) 6 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 7

131. Racially Identifiable School (RIS) 7 Achievement Goal

132. Racially Identifiable School (RIS) 7 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

134. Racially Identifiable School (RIS) 7Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 8

137. Racially Identifiable School (RIS) 8Achievement Goal

138. Racially Identifiable School (RIS) 8Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

140. Racially Identifiable School (RIS) 8Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 9

143. Racially Identifiable School (RIS) 9Achievement Goal

144. Racially Identifiable School (RIS) 9Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

146. Racially Identifiable School (RIS) 9Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 10

149. Racially Identifiable School (RIS) 10Achievement Goal

150. Racially Identifiable School (RIS) 10Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

152. Racially Identifiable School (RIS) 10Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 11

155. Racially Identifiable School (RIS) 11 Achievement Goal

156. Racially Identifiable School (RIS) 11 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

158. Racially Identifiable School (RIS) 11 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 12

161. Racially Identifiable School (RIS) 12 Achievement Goal

162. Racially Identifiable School (RIS) 12 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

164. Racially Identifiable School (RIS) 12 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 13

167. Racially Identifiable School (RIS) 13 Achievement Goal

168. Racially Identifiable School (RIS) 13 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

170. Racially Identifiable School (RIS) 13 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 14

173. Racially Identifiable School (RIS) 14 Achievement Goal

174. Racially Identifiable School (RIS) 14 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

176. Racially Identifiable School (RIS) 14Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 15

179. Racially Identifiable School (RIS) 15Achievement Goal

180. Racially Identifiable School (RIS) 15Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

182. Racially Identifiable School (RIS) 15Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 16

185. Racially Identifiable School (RIS) 16Achievement Goal

186. Racially Identifiable School (RIS) 16Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

188. Racially Identifiable School (RIS) 16Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 17

191. Racially Identifiable School (RIS) 17Achievement Goal

192. Racially Identifiable School (RIS) 17Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

194. Racially Identifiable School (RIS) 17Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 18

197. Racially Identifiable School (RIS) 18 Achievement Goal

198. Racially Identifiable School (RIS) 18 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

200. Racially Identifiable School (RIS) 18 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 19

203. Racially Identifiable School (RIS) 19 Achievement Goal

204. Racially Identifiable School (RIS) 19 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

206. Racially Identifiable School (RIS) 19 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 20

209. Racially Identifiable School (RIS) 20 Achievement Goal

210. Racially Identifiable School (RIS) 20 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

212. Racially Identifiable School (RIS) 20 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 21

215. Racially Identifiable School (RIS) 21 Achievement Goal

216. Racially Identifiable School (RIS) 21 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

218. Racially Identifiable School (RIS) 21 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 22

221. Racially Identifiable School (RIS) 22 Achievement Goal

222. Racially Identifiable School (RIS) 22 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

224. Racially Identifiable School (RIS) 22 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 23

227. Racially Identifiable School (RIS) 23 Achievement Goal

228. Racially Identifiable School (RIS) 23 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

230. Racially Identifiable School (RIS) 23 Teacher Equity Goal

Impacts from Distance Learning

Briefly explain how you modified your strategies last school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

(Narrative is required. 200 word limit.)

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